

Integrated Learning Curriculum

Unit Overview

Created in Partnership for use in Integrated Learning Curriculum Development.



Artist Author: *Please cite original author if adapted	Laurel Shastri	Unit Title:	Dance Speaks	Quantity of Sessions:	5
Art Discipline(s):	Dance	Academic Content Area(s):	Language Arts Black History Month	Grade(s):	4
Throughline/Core Concept:	Dance is a form of expression. In order to speak through dance (with movement instead of words), dancers must take care of their bodies, make creative choices, use self-control, and pay attention to details.				
Art Standards: Website PDF	<p>4Da:Pr4 a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus. b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time. c. Analyze and refine phrases by incorporating a greater range of energy and dynamic changes to heighten the effect of their intent.</p> <p>4Da:Re8 Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.</p> <p>4Da:Cn10 a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives. b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p>				
Common Core State Standards: ELA-Literacy Math Standards	<p>L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing</p>				

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	animal preservation). SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Next Generation Science Standards: Website	
Relevancy (Cultural, Societal, Global, Local): How is this relevant or important to the lives of students?	<p>In this unit, students</p> <ul style="list-style-type: none">• Explore children's literature and videos about dance• Learn about African-American and minority dancers• Experience structured creative movement classes, with elements of modern dance, tap dance, and ballet• Create a short movement phrase to express an idea about themselves <p>Session 1: Bill T. Jones (renowned choreographer, dancer)</p> <ul style="list-style-type: none">• Establish class structure• Improvisations based on <u>Dance</u> by Bill T. Jones• Shaping Improvisation <p>Session 2: Bill 'Bojangles' Robinson (considered the greatest tap dancer of all time)</p> <ul style="list-style-type: none">• Build on class structure• Group rhythm and reading of <u>Rap A Tap Tap</u> by Leo and Diane Dillon• Rhythmic movements and simple tap dance steps <p>Session 3: José Limon (world famous choreographer & dancer)</p> <ul style="list-style-type: none">• Build on class structure• <u>José! Born to Dance</u> by Susanna Reich• Suspend and release, drop swings <p>Session 4: Dance Theatre of Harlem (company and school) established by Arthur Mitchell to support artists of African-American and diverse backgrounds</p> <ul style="list-style-type: none">• <u>Beautiful Ballerina</u> about students from Dance Theatre of Harlem School• Ballet walks, bow, curtsy• Explore how students can express themselves using the movement elements learned <p>Session 5: Dance Speaks</p> <ul style="list-style-type: none">• In pairs or small groups, students create a short movement phrase that expresses an idea about themselves and draws on the movement vocabulary developed in previous sessions.